

## **GRADE TWO UNIT: ORGANIZING A CLUB**

CCLS Aligned Unit 1 (Based Upon unit 2 Scott Foresman Reading Series)

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*Overview of the Unit Procedure*

### **Essential Question: “How can we work together well?”**

- 2<sup>nd</sup> Graders will learn how a club works.
- They will understand club members’ roles.
- They will find a problem and solve it within their club.
- Through community members children will discover that the “real world” works together for a common goal.
- Students will share with a global audience (Skype) (other 2<sup>nd</sup> grade classes) throughout this unit: ideas, goals, and final project.
- Students will listen to another 2<sup>nd</sup> grade teacher who will read a “themed” book via Skype. (clubs or solving problems)
- Students will take photographs and/or video tape (Flip Camera) some of their club meetings.
- Students will understand and create logos with ipads (Draw 4 Free) for their club.
- They will create poster about their club’s purpose.
- They will receive targeted support for their specific comprehension, fluency, and writing needs during guided reading and guided writing sessions.
- Each child will provide feedback on their peers’ club posters. A rubric or score sheet will need to be created. Angela Stockman has a great handout on “Warm and Cool” feedback.

\*Poster will include:

- Club name
- Club logo
- Photos of past meetings
- Accomplishments (club’s goals)

## Work with Your Grade Level Team to Design Your Own CCLS Aligned Unit

Please use the template provided to guide your work.

Then, submit your completed copy to Angela Stockman at [stockmanangela@gmail.com](mailto:stockmanangela@gmail.com)

Feedback will be provided, as per SED's guidelines, and you will use this feedback to make revisions.

**UNIT RATIONALE:** Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

**What is the Organizing Center of this Unit?** Working together to address a common goal

**Measurable Learning Targets: What will students know and be able to do by the end of this unit?**

**Independently Identify from Literature and Informational Text:**

Activate and use prior knowledge, Make and confirm predictions, Recognize text structure: story and informational, Identifying main ideas, Visualize; use mental imagery, Use parts of a book to locate information, Identify author's purpose, Draw conclusions, Graphic sources, Realism and fantasy, Sequence of events, Character, Setting

**Effectively Develop in Own Writing:**

Guiding Questions for Theme, Main Idea, Supporting Details, Use of Facts from Varied Sources, Revision Text, Illustration, Organization as a Trait of Writing, Sequence of Events, Note-making

**Independently Demonstrate Foundational Skills:**

Know letter-sound relationships, know r-controlled vowels, know vowel digraphs, base words and inflected endings, contractions, blend syllables to decode multisyllabic words, read aloud with accuracy, comprehension, and appropriate rate, read aloud with expression, attend to punctuation and use appropriate phrasing, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate references, use graphic organizers to group study and retain vocabulary, examine word usage and effectiveness

**Demonstrate Speaking and Listening Skills:**

Narrate in sequence, types of media, follow and give directions, compare and contrast characters, make introductions

**Apply Conventions of Standard English:**

Demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns

**Essential Questions:**

- Why do people work together?
- How do they work together?
- What challenges do people face when working together?

## ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
<b>GUIDED READING</b>	Targeted comprehension, fluency, listening and speaking and/or language skills	Textbook leveled readers  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>LITERATURE STUDY</b>	<ul style="list-style-type: none"> <li>• Activate and use prior knowledge</li> <li>• Make and confirm predictions</li> <li>• Recognize text structure: story and informational</li> <li>• Identify main idea</li> <li>• Visualize; use mental imagery</li> <li>• Use parts of a book to locate information</li> <li>• Identify author's purpose</li> <li>• Draw conclusions</li> <li>• Use graphic sources (charts, diagrams, graphs, maps, tables)</li> <li>• Distinguish between Realism and fantasy</li> <li>• Sequence events</li> <li>• Recognize characters' traits, actions, feelings, and motives</li> <li>• Identify Setting</li> </ul>	Individual or small group-selected relevant text  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>INTERACTIVE READ ALOUD</b>	<ul style="list-style-type: none"> <li>• Activate and use prior knowledge</li> <li>• Make and confirm predictions</li> <li>• Recognize text structure: story and informational</li> <li>• Identify main idea</li> <li>• Visualize; use mental imagery</li> <li>• Identify author's purpose</li> <li>• Draw conclusions</li> <li>• Sequence events</li> <li>• Recognize characters' traits, actions, feelings, and motives</li> <li>• Identify Setting</li> </ul>	Scott Foresman Listening Comprehension (Day 1) Scott Foresman Read Aloud Anthology Scott Foresman Big Book "From Me to You"  RUBRICS CHECKLISTS ANNOTATED RECORDS

MOMENT:	PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS:	USING THESE RESOURCES:
<b>INDEPENDENT READING</b>	<ul style="list-style-type: none"> <li>• Activate and use prior knowledge</li> <li>• Identify main idea</li> <li>• Visualize; use mental imagery</li> <li>• Identify author’s purpose</li> </ul>	Student-selected texts Leveled Trade Books in Scott Foresman “The Worst Helper Ever!” (Below) “Wagon Train” (On-Level) “Ant Cities” (Advanced)  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>GUIDED WRITING</b>	Targeted writing skills	Teacher or student generated models
<b>INVESTIGATIONS</b>	<ul style="list-style-type: none"> <li>• Guiding question for</li> <li>• Activate and use prior knowledge</li> <li>• Identify main idea</li> <li>• Visualize; use mental imagery</li> <li>• Identify author’s purpose</li> </ul>	Student-chosen or small group selected texts Teacher generated models  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>INDEPENDENT WRITING</b>	<ul style="list-style-type: none"> <li>• Use appropriate capitalization</li> <li>• Apply appropriate apostrophes for contractions, and possessive nouns</li> <li>• Demonstrate learned spelling patterns</li> <li>• Revision</li> <li>• Editing</li> <li>• Illustration</li> </ul>	Student drafts and final copies  RUBRICS CHECKLISTS ANNOTATED RECORDS

## **Which 21<sup>st</sup> Century Literacy Skills and Strategies Will Learners Use?**

### **Learning and Innovation Skills**

- **Critical thinking and Problem solving**
- **Creativity and Innovation**
- **Communication and Collaboration**

### **Information, Media, and Technology**

- **Information Literacy**
- **Media Literacy**
- **Information Communication & Technology**
- **Literacy (CT)**

### **Life and Career Skills**

- **Flexibility and Adaptability**
- **Productivity and Accountability**
- **Responsibility**

## **What Will Learners Create and Share with Authentic Audiences?**

**Students will organize a club and create a poster that identifies a need or solves a problem within the school or community. This can be produced using digital tools such as iPad apps, digital cameras, PowerPoint, and/or Photoshop.**

**Unit 2 Inquiry Project (Teacher Edition Pg. 161)**

**Organize a Club**

**Assessment Rubric (Teacher Edition Pg. 312a)**

## How Does This Unit Align to the Standards?

### **Work with Your Team to Articulate this Unit's Alignment to the Standards**

*Use This Example to Inform Your Notation Process:*

*RL. 6. 1 = Reading Literature. Grade Six. Standard 1*

### **Reading Literature (RL)**

RL.2.1

RL.2.2

RL.2.3

### **Reading Informational Text (RI)**

RI.2.1

RI.2.2

RI.2.3

RI.2.6

### **Writing (W)**

W.2.5

W.2.6

W.2.7

W.2.8

W.2.11

### **Reading: Foundational Literacy Skills (RF)**

RF.2.3

RF.2.4

### **Listening and Speaking (LS)**

LS.2.1

LS.2.2

LS.2.3

LS.2.4

LS.2.5

LS.2.6

### **Language (L)**

L.2.2a

L.2.2c

L.2.2d